19. Assessing and recording progress **(0.25 day)**

20.Keeping records and writing reports (Form No 4) **(0.25 days)**
   a. Records which should be kept by MLRW
      - About the community
      - About each person
   b. Reports which should be written by CVs
   c. Records which should be kept by MLRW
   d. Reports which should be written by MLRW

21. Referring people **(0.25 day)**
   a. People to refer
   b. How to follow up referrals

22. Continuing the community rehabilitation programme **(0.25 day)**

   a. How to find other disabled people
   b. CV's role in prevention of disability

23. Self evaluation **(0.5 day)**

PSYCHOLOGY
(5 DAYS)

Objectives

- To enable trainees to establish better relationships with disabled people, their families and communities.

- To enable them to assess the psycho-social effect of disability on human development and on community interaction.

Contents

1. Definition

2. Psychological and social factors which affect health, illness and disability

3. Human development with emphasis on early childhood

   a. Intellectual development
   b. Emotional development
   c. Social development
   d. Moral development

4. Psychological functions and their abnormalities
    a. Cognitive function; memory, thinking, reasoning and perception
    b.Emotion
    c. Motivation
    d. Attention
    e. Social behavior and skills

5. Personality

6. Fundamental Social Process
    - Disadvantaged group
    - Socialization of disabled people

7. The psychology of being disabled

CHILD DEVELOPMENT
(4 DAYS)

Objectives

To promote more normal development of disabled children and to prevent/reverse handicaps.

Content

1. Who is a child

2. What is child development (Aspects of development)
    a. Physical development
    b. Intellectual development
    c. Social development
    d. Emotional development

3. Stages of child development

4. Assessment of stages of child development

5. Intervention to promote development.
    a. Role of play in child development.
    b. Appropriate toys for stimulation.

6. Behavior problems in children and how to deal with them.

7. Factors which affect child development and growth.

HEALTH EDUCATION
(4 DAYS)

Objectives

To enable the trainees to increase awareness and action for the prevention of disability in the community

Contents

1. Health education
    a. What is health education
    b. Role of health education in community health and prevention of diseases that cause disabilities.

2. How people get diseases which cause disabilities
    a. Microbes and how they get to human body
    b. Accidents
    c. Pre-, Peri- and Postnatal causes

3. Diseases that cause disability
    a. Meningitis
    b. Spinal card damage
    c. Muscular disability
    d. Head injury
    e. Polio
    f. Leprosy
    g. Hepatitis
    h. High fever
    i. Typhoid
    j. Malformation of limbs
    k. Eye infections
    l. Using unsterilized string and other causes

4. Breaking the chain to prevent the diseases which cause disabilities
    a. Nutrition
    b. Hygiene, i.e. environmental and personal hygiene
    c. Sanitation
    d. Provision of safe water
    e. Stopping wrong health habits, substance/abuse
    f. Consanguinity
    g. Taking proper care of pregnant mothers (gestation)
    h. Safe delivery

i. First Aid

- Bleeding
- Sprain
- Dislocation
- Heat stroke
- Bandaging
- Cleaning wounds
- Sling
- Splint

j. Immunization
k. Training of Daiis (Traditional Birth Attendants) and health workers
l. Using iodized salt

5. How to transfer the knowledge to the community
   a. Through Health Workers
   b. Through Daiis
   c. Through MlRWs
   d. Through CVs
   e. Through special education teachers at home, clinic, mosque, school and other social gatherings

REHABILITATION OF PEOPLE WITH SEEING DIFFICULTY (5 DAYS)

Objective

To enable trainees to facilitate independence, integration and interaction of people who have difficulty seeing in family and community life.

Contents

1. Relevant anatomy and in physiology:
   a. Eye structure
   b. Eye function

2. Definition and degree of seeing difficulty

3. Visual disorders conditions leading to seeing and disability
   a. Congenital factors
   b. Conjunctivitis
   c. Nutritional blindness
   d. Cataracts
   e. Glaucoma

f. Trachoma
g. Trauma
h. Reflective defects
i. Strabismus
j. Wrong cultural practices including cause, prevention and resulting impairments when relevant.

4. Influence of the disability: Influence of impairments and disability on early child development and social interaction
    a. Special conditions for children and elderly, for male and female
    b. Special attitude and community beliefs
    c. Religious and cultural beliefs
    d. Situation of people with seeing difficulty in their community

5. Functional training for people with visual problems
    a. Methods of communication with people who have no sight
    b. Orientation and mobility training
        - Walking with sighted guide
        - Walking alone with a stick
    c. Use of other senses and sensitivity to the environment

    d. Training in activities of daily living
        - Self-care skills, house hold activities
        - Money and time identification
        - Techniques involving use of other senses

6. Language development, communication and social skills training
    a. Interventions to promote development of the infants and young child
    b. Ways of normalizing tactile sensation, increasing tolerance to movement, mobility, strengthening understanding of environment to gain increased function, mobility and independence, encouraging independence in daily living skills

7. Available referral resources, people who should be referred and processes for referral.

8. Assessment of an individual's situation, abilities and needs
    a. Observation and interview
    b. Relevant personal details
    c. Assessment of daily living including mobility and orientation
    d. Special tests for impairments and disability
    e. Assessing a child's stage of development
    f. Assessing of individuals with seeing problems for choosing appropriate aids

9. Making rehabilitation plans with individuals and families
   a. Listening to problems, needs and prioritization
   b. Making a rehabilitation plan
   c. Programme for every step in detail
   d. Interventions and necessary arrangements for referral
   e. Assessment of progress after each particular step

REHABILITATION OF PEOPLE WITH HEARING & SPEEKING DIFFICULTY (8 DAYS)

Objective

To enable the trainees to facilitate communication integration and interaction of people who have hearing/speaking difficulty and family and community life.

Content

1. Relevant anatomy and physiology

   a. Ear
   - Internal ear
   - Middle ear
   - External ear

   b. Nose
   c. Throat
   d. Mouth
   e. Definition and types of deafness
   - Mild
   - Moderate
   - Severe
   - Profound

2. Communication disorders/ conditions leading to hearing or speech loss
   a. Hearing disorders
   - Congenital factors
   - Ear infection
   - Diseases
   - Trauma
   - Aging process
   - Medicines

b. Expressive disorders

- Disorders of speech apparatus, cleft palate, and cleft lip
- Delayed milestones of development
- Cerebral palsy, autism, hemiplegia

c. Speech and language disorders associated with mental sub-normality (Including causes, prevention and resulting impairments where relevant).

3. Effects of hearing and speech impairment and disability on early child development and social interaction
    a. Special conditions for boys and girls
    b. Special attitudes and community beliefs
    c. Effects of socio-psychological factors on child with hearing speech difficulty, his/her family and community
    d. Dos and don'ts

4. Problems of people who have hearing/speech difficulty

5. Social needs of people who have difficulty hearing/speech

6. Communication training
    a. What is communication
    b. Importance of communication
    c. Communication for deaf
    d. Communication and language
        - Function of language, language levels
        - Communication needs and approaches

    e. Patterns of speech
        - Difference between language and speech
        - Factors affecting speech and language development
        - Development and acquisition of speech and language

    f. Importance of early detection and intervention in language disorders
    Behavioral problems

    g. Aims, priorities and methods in management of communication
        - Alternative methods of communication, problems and constraints
        - Oral communication
        - Total communication
        - Sign language, finger spelling
        - Lip reading and speech reading

h. Perception of sounds, receiving sound
- Auditory training , stages in auditory training, simple guidelines, Sign
- Types and uses of hearing aid, advantages and problems

i. Principles and precautions to follow in communication

j. Training residual hearing

k. Appropriate interventions for communication problems of:
- Children with mental retardation
- Children with Cerebral Palsy
- Individual with hemiplegia

l. Available referral resources, people who should be referred and processes for referral

7. Assessment of an individual's situation, abilities and needs
   a. Observation and interview
   b. Relevant personal details
   c. Assessment of ADL
   d. Special tests of impairments and disability
   e. Assessing a child's stage of development
   f. Assessment of individuals with hearing and speech problems for choosing appropriate aids

8. Making rehabilitation plans with individuals and families
   a. Listening to problems, needs and prioritization
   b. Making a rehabilitation plan
   c. Programme for every step in detail
   d. Interventions and necessary arrangements for referral
   e. Assessment of progress after each particular rehabilitation training step

REHABILITATION OF PEOPLE WITH MOVING OR FEELING PROBLEMS (9 DAYS)

Objective

To enable trainees to facilitate independence, integration and interaction of people who have moving problems or loss of feeling in hands/feet, in family and community life.

Content

(Difficulty moving)

1. Relevant anatomy and physiology
   a. Musculoskeletal system
   b. Nervous system

2. Conditions which lead to impairments and resulting moving disability:
   a. Polio
   b. Cerebral Palsy
   c. Club foot
   d. Spinal cord damage (Quadraplegia, Tetraplegia, Paraplegia and Spine TB)
   e. Spine deformity (Spina bifida, Scolosis, Lordosis)
   f. Hydrocephalus
   g. Stroke
   h. Trauma (Amputation, Fructure, Dislocation, Burns, Sprain and Brachial Plexus Lesions)
   i. Autism
   j. Gangrene
   k. Downs syndrome
   l. Meningitis
   m. Arthogryphosis and disability on child development and social interaction

3. Special needs of people who have difficulty moving

4. Interventions to meet special needs
   a. Ways of enabling people to look after themselves
   b. Ways of enabling families to look after their disabled children who have moving difficulty
   c. Ways of enabling people to move from place to place
   d. Methods of preventing deformity
   e. Care of the skin in people who are paralyzed
   f. Simple advice and exercises for people who have aches and pains in the joints
   g. The use of functional activities as exercises

5. Appropriate aids and environmental adaptations

6. Community interaction

7. Available referral resources, people who should be referred and processes for referral
    a. Two-way referral between MLRW and physiotherapy staff
    b. Tasks of each category
    c. Recording and reporting
    d. Communication and follow-up

8. Assessment of an individual's situation, abilities and needs
    a. Observation and interview
    b. Relevant personal details
    c. Assessment of ADL and identification of deaf people in different ages
    d. Special tests for impairments and disability
    e. Assessing a child's stage of development
    f. Assessment of individuals with moving problems for choosing appropriate aids

9. Making rehabilitation plans with individuals and families
    a. Listening to problems, needs and prioritization
    b. Making a rehabilitation plan
    c. Programme for every step in detail
    d. Interventions and necessary arrangements for referral
    e. Assessment of progress after each particular step
    f. Selection of appropriate toys, play activities and games for children and adults with difficulty moving

(No feeling)

1. Conditions which lead to loss of feeling
    a. Leprosy
    b. Trauma
    c. Neuropathy
    d. Stroke
    e. Cold and heat
    f. Medicines and drugs

2. Detection

3. Prevention

4. Care of the skin, hands and feet and adaptation to tools and equipment

5. Exercises and splintage to prevent deformity

6. Influence of diseases and disability on social interaction

BACKGROUND

In January 1995 UNOPS and UNDP established the Comprehensive Disabled Afghans' Programme (CDAP) to address the problems of disabled people in Afghanistan. This programme grew from two previous projects, the Disabled Afghans' Project (DAP) run by UNDP/OPS, and the Employment Support Services Project (ESSP) run by ILO, which were both established in 1992.

During the lifetime of the two previous projects two categories of mid-level personnel were trained: 'social animators' and 'trainers for the blind' in DAP, and 'employment support workers' for ESSP. These categories were later merged as 'field workers' with the aim of developing an integrated approach and a Community Based Rehabilitation strategy. The role of 'field workers' was expanded under CDAP to become, after further training, Mid-Level Rehabilitation Workers (MLRWs). This curriculum is for the training required to upgrade their skills to perform this wider role.

This curriculum is a revised version of an earlier curriculum prepared in February 1995, a revision recommended by an evaluation of CDAP in June 1996. The evaluation also recommended a radical change in the way training is delivered in CDAP. In 1995 an approach was conceived which involved Peshawar-based CDAP project officers and Radda Barnen Training Unit trainers running consecutive short courses in each of the regions in which CDAP operates. However, it became clear that this process would require at least five years to train the full complement of MLRWs. A much shorter time frame was required, and the only way to accomplish this would be to create training capacity at regional level. A process was therefore designed which involved selecting and training regional trainers who would be able to deliver the MLRW curriculum simultaneously across the programme. The success of such an approach depends on having a clear curriculum as the basis of a complete package of training materials available in both Dari and Pushtu.

The role of the CDAP project officers and Radda Barnen Training Unit trainers is to revise the curriculum, prepare the training materials package, train the regional trainers, and then supervise and monitor the regional courses run for MLRWs.

The activities of the MLRWs will be supervised by regional CBR coordinators, a new category of worker also suggested by the evaluation team. They will require further training for which an additional curriculum will be developed.

7. Appropriate aids and environmental adaptations

8. Community interaction

9. Available referral resources, people who should be referred and processes for referral
    a. Two-way referral between MLRW and physiotherapy and other relevant medical staff
    b. Tasks of each category
    c. Recording and reporting
    d. Communication and follow-up

10. Assessment of an individual's situation, abilities and needs
    a. Observation and interview
    b. Relevant personal details
    c. Assessment of ADL
    d. Special tests for impairments and disability
    e. Assessing a child's stage of development
    f. Assessment of individuals with feeling problems for choosing appropriate aids

11. Making rehabilitation plans with individuals and families
    a. Listening to problems, needs and prioritization
    b. Making a rehabilitation plan
    c. Programme for every step in detail
    d. Interventions and necessary arrangements for referral
    e. Assessment of progress after each particular step
    f. Selection of appropriate toys, play activities and games for
    g. children and adults with difficulty moving
    h.. Aids and for people who have no feeling

REHABILITATION OF PEOPLE SHOWING STRANGE BEHAVIOR (3 DAYS)

Objective

To enable trainees to facilitate medication and self-reliance, and the integration and interaction of people who show strange behavior, in family and community life.

Content

1. Mental illness/conditions leading to strange behavior
    a. Psychosis, neurosis and drug/alcohol dependence.
    b. Non psychiatric conditions: Grieving, fear and aggressivity.
    c. Psychiatric conditions: Depression, anxiety and rage.
    d. Psychiatric/over-activity, regression and Psycho somatic reactions like enuresis, encopress and sleep disturbance.
    e. Psychiatric conditions among elderly.
    (Including causes, prevention and resulting impairments when relevant)

2. Effects of impairments and disability on family life and social interaction
    a. Special conditions for Children and Elderly, for Male and Female.
    b. Special attitudes and community beliefs.

3. Special needs of people who show strange behavior.

4. Interventions to meet special needs.
    a. Referral for medication and follow-up.
    b. "Mapping" (identification) of not affected ego functions, relations and activities.
    c. Counselling.
    d. Movement therapy.

5. Referral resource, people who should be referred and processes for referral.

6. Assessment of an individual's situation, abilities and needs.
    a. Observation and interview
    b. Relevant personal details
    c. Assessment of activities of daily living including self-reliance
    d. How to identify

7. Making rehabilitation plans with individual and families
    a. Listening to problems and needs and prioritization
    b. Intervention and necessary arrangements for referrals.
    c. Assessment of progress after each particular rehabilitation training step.
    d. Selecting of appropriate reaction and sports.

REHABILITATION OF PEOPLE WHO HAVE FITS
(1 DAY)

Objective

To enable trainees to advise individuals who have fits and their families how to deal with the problem, of the need for medication, and how to prevent injuries.

Content

1. Epilepsy (Types, causes, resulting problems and effects).

2. How to deal with individuals during a fit and advise individuals and families.
3. Prevention of injuries.

4. Medication, Referral and Follow-up.
   a. Importance of medication
   b. Possible effects
   c. Available referral resources
   d. Processes for referral and follow-up

REHABILITATION OF PEOPLE WITH DIFFICULTY LEARNING
(4 DAYS)

Objective

To enable trainees to increase self reliance, and the integration and interaction of people who have difficulty learning, in family and community life.

Content

1. Conditions leading to difficulty learning
   a. Mental Retardation, Down's Syndrome, Cretinism
   b. These will be studied from the point of view of causes, impairments, prevention and emotional, behavioral, intellectual, functional and communicational effects.

2. Effects of impairments and disability on child development and social interaction.
   a. Special conditions for children and elderly, for male and female.
   b. Special attitudes and community beliefs.

3. Special needs of individuals who have difficulty learning.

4. Interventions to meet special needs.
   a. Counslling
   b. Stimulation

c. Communication training
d. Increasing independence/functional training.

5. Available referral resources, individuals who should be referred, and how.

6. Assessment of an individual's situation, abilities and needs.
   a. Observation and interview
   b. Relevant personal details
   c. Assessment of activity of daily living
   d. Special tests for impairment and disability of this category
   e. Assessing a child's stage of development
   f. Assessment of protective reactions

7. Making rehabilitation plans with individuals and families
   a. Listening to problems and needs and prioritization
   b. Making a rehabilitation plan.
   c. Intervention and necessary arrangements for referrals.
   d. Assessment of progress after each particular rehabilitation training step.
   e. Selecting of appropriate play and recreation for children and adults with difficulty learning.

REHABILITATION OF PEOPLE WITH MULTIPLE DISABILITY (2 DAYS)

Objective

To assist and enable the trainees to identify people with multiple disabilities and to make rehabilitation plans accordingly

Content:

1. Identification of people who have multiple disability

2. Conditions leading to multiple disabilities (Cerebral palsy, others)

3 Special needs of people with multiple disabilities, especially children

4. Special ways of dealing with people with multiple disability, especially with children

5. assessment of people with multiple disability

6. Making a rehabilitation plan

TECHNICAL AIDS
(4 DAYS)

Objective

- To enable the trainees to assist in production, maintenance and repairing of simple technical aids.
- To enable the trainees to instruct disabled people on the use of technical aids.

Content

1. Role and importance of technical aids in rehabilitation of disabled people

2. Types of technical aids:

   a. Locally made:
   - Role of MLRW in production, repairing and use of locally made technical aids and toys.
   - Role of craftsmen in production, repairing and use of locally made technical aids.
   - Responsibility of disabled people and his/her family in the use, maintenance and repairing of technical aid.

   b. Specialized
   - Sources of technical aids, orthopaedic workshop and market.
   - Role of orthopaedic workshop in production, repairing of technical aids.
   - Role of relevant specialized personnel in the assessment and use of technical aid referring and in training of disabled people regarding the (hearing aids, eye glasses etc.).
   - Responsibility of DP and his/her family in the use and maintenance of technical aids.
   - Role of MLRW in:
     - Referring DP.
     - Training DP in the use of technical aids.

EDUCATIONAL STRATEGIES
(4 DAYS)

Objective

To assist the trainees to assess the educational needs of disabled children and adults and enable them to find educational opportunities and make special arrangements for them.

Content

1. Aims and goals of education.

2. Advising and motivating parents; role of family.

3. Referring to school; role of communities in education.

4. How to teach the CVs about the importance of education and how they can facilitate schooling/education for disabled children in their community.

5. Special education needs of disabled children.

6. Communication and social interaction and special arrangements in the classroom and school for disabled children.

7. Introduction to the use of Braille, Sign.

8. Use of play, sports and recreation.

9. Educational opportunities available for disabled children.

10. Literacy programme for adults.

VOCATIONAL REHABILITATION
(6 DAYS)

Objective

To enable trainees to consul and advise people with disabilities and their families about suitable employment opportunities, and support the disabled to realize these opportunities.

Content

1. Importance of employment and the social and economic effects of unemployment.

2. Factors affecting placement of disabled people in employment;
   a. Prejudice
   b. Psychological
   c. Physical, and
   d. Gender.

3. Role of vocational rehabilitation in equalizing employment opportunities and strategies for increasing women's participation.

4. Employment guidance.
   a. Different types of helping strategies (direct action, giving advice, teaching and counselling, and their application to employment guidance.)
   b. Patterns of employment and crafts in rural and urban areas and main types of employment suitable for disabled people.
      - Self employment
      - Open employment
   c. Analyzing skills required for a vocational activity
   d. Assessment of an individual's vocational abilities and aptitudes.

5. Open Employment
   a. Identifying opportunities for open employment
   b. Preparing a disabled person, the work place and working colleagues.
   c. Monitoring placements in open employment.

6. Vocational training
   a. Importance of training and identification of training opportunities
   b. Work place training (Trainee-ship, etc.)-advantages and disadvantages.
   d. Assessing progress of trainees in learning vocational skills.

7. Self Employment
   a. Characteristics of successful self-employed people
   b. Assessing an individual's suitability for self employment

c. Sources of business ideas
d. Importance and parts of a simple business planning.

8. Preparing simple business plans.

9. Monitoring business progress and solving business problems
   a. Identifying problems
   b. Revolving loans and sources of assistance

SEXUALITY, FAMILY AND COMMUNITY LIFE (1 DAY)

Objective

To enable the trainees to assist the disabled people and motivate the community to arrange for the marriage of disabled adults according to the accepted rules of the community.

Content

1. How marriage may be affected by disability

2. Counselling for family formation

3. Promoting family interaction.

4. Community awareness needs

RECREATIONAL, CULTURAL AND SPORTS ACTIVITIES (0.5 DAY)

Objective:

To enable the trainees to understand the importance of recreational, cultural and sports activities in the rehabilitation of disabled people and to arrange appropriate programmes and activities for them accordingly.

Content:

1. Recreation and promotion of the participation of people with difficulty hearing and speech

2. Common cultural play and sport activities in the community and barriers to the participation of people having hearing and speech problems
   - Adaptation to equipment
   - Community involvement and public education/awareness

SOCIAL ANIMATION (5 DAYS)

Objectives

- To maximize the use of CDAP and community resources for CBR
- To stimulate and increase the community's interest and knowledge of disability issues
- To raise the community's appreciation of its potential resources
- To assist the community to take responsibility for CBR
- To support the community to sustain its CBR programme

Contents

1. Definitions (Social Animation, Community)

2. Social animation techniques (Communication, Listening, Johari's Window, Observation, Interview).

3. Community needs assessment.

4. Force Field Analysis

5. Social animation and CBR

6. Community awareness

7. Community participation

8. SARAR resistance to change continuum

9. Community mobilization

10. Level of participation

GENDER TRAINING
(4 DAYS)

Objective

To help the trainees to understand and realize the concept and importance of gender issues for participation in community based rehabilitation of disabled people.

Content

1. Definition

2. Development

3. Gender and development

4. Gender and Community Based Rehabilitation

5. Identification of gender disparities

6. Gender analysis to clarify roles and responsibilities, and assumptions about people's participation

7. Relevance of gender desegregation in community based programme.

8. Gender contradiction with in one's organization and programme.

9. Factors contributing to the creation of gender issue

1. OBJECTIVES OF THE COURSE

1.1. Main objectives of the training programme

- To train regional trainers and MLRWs in CBR, in order to facilitate the access of disabled people to the existing services and programmes and to ensure their integration at the community level.

- To make sure that the programme is community based.

1. 2. Objectives of the MLRW course

The overall course objectives are the tasks that the MLRW will carry out.

At the end of the course the trainees will be able:

1. To insure that the programme is community based by motivating and assisting in establishing Community Based Rehabilitation Committees.

2. To promote awareness and give advice on disability and rehabilitation issues in the community.

3. To assess and prioritize the needs of disabled persons in collaboration of disabled person, family trainer and CV in his/her area and prepare appropriate plan of rehabilitation interventions.

4. In collaboration with DP, Family Trainer and CV to prepare a detailed rehabilitation plan for each disabled person.

5. To support and monitor the work of (CVs) and the rehabilitation progress of DPs.

6. To train CBR committee members and CVs in CBR according to CBR curriculum.

7. To identify gaps in knowledge and skills of CVs and to arrange follow-up training or their upgrading.

8. To harness, co-ordinate and facilitate provision of rehabilitation services for disabled persons (DPs) and to work as the first referral resource.

9. To advise the community, CBR committees and DPs on prevention of impairments and disabilities.

10. To advise Community Based Rehabilitation Committees, families with disabled members and DPs on home and environmental adaptation.

TEACHING AND LEARNING
(5 DAYS)

Objective

This module will provide the trainees with more knowledge to make lesson plan, select training materials and methods, allocate time for lessons and its different parts and select methods of assessment.

Content

1. How people learn

2. Principles of teaching

3. Formal and non-formal education

4. Using and making lesson plans

5. Task analysis

6. Selection of methods to teach attitudes, knowledge and skills.
    a. Games and drama
    b. Self study
    c. Discussion
    d. Presentation
    e. Demonstration and practice.
    f. Brainstorming
    g. Videos
    h. Role - Play
    i. Group work
    j. Problem solving
    k. Lecture
    l. Practical work
    m. Force field analysis
    n. Story telling/observation

7. Selection of material for teaching:
    a. WHO manual
    b. Puzzles
    c. Audio materials
    d. Visual and written materials

8. Micro teaching or teaching practice:
    a. Selection of a skill or knowledge topic for teaching
    b. Preparation of a lesson plan for 15 minutes teaching of the topic.

c. Selection of appropriate method for teaching of the topic.
d. Selection of appropriate teaching material for the topic.
e. Assessment of the students.

9. Teaching and learning with people who have disability, their families and community.

10. Assessment and evaluation.
    a. Verbal
    b. Written
    c. Practical
    d. Field work
    e. Reporting
    f. Assignments
    g. Organizing meetings and seminars

3. COURSE STRUCTURE

Name and number of module	Total duration of topic	C1	C2	C3
Module 1 Introduction	0.5	0.5	0	0
Module 2 Familiarization with CDAP	0.5	0.5	0	0
Module 3 Basic concepts related to disability	1.5	1.5	0	0
Module 4 Introduction to CBR	20	20	0	0
Module 5 Psychology	5	3	1	1
Module 6 Child development	4	3	1	0
Module 7 Health education	4	2	1	1
Module 8 Rehabilitation of people with Seeing difficulty	5	3	1	1
Module 9 Rehabilitation of people with Hearing and Speech diff.	8	4	2	2
Module 10 Rehab. of people with moving difficulty and of those with no feeling in their hands/feet.	9	4	3	2
Module 11 Rehabilitation of people who show Strange Behavior	3	1	1	1
Module 12 Rehabilitation of people with Fits	1	1	0	0
Module 13 Rehabilitation of people with Learning difficulty	4	2	1	1
Module 14 Rehabilitation of people with Multiple disabilities	2	2	0	0
Module 15 Technical aids	4	2	1	1
Module 16 Educational strategy	2	2	0	0
Module 17 Vocational rehabilitation	6	3.5	2	0.5
Module 18 Sexuality, family and community life	0.5	0	0	0.5
Module 19 Recreational, cultural and sports activities	1	0	0	1
Module 20 Social animation	5	2	2	1
Module 21 Gender training	4	1	2	1
Module 22 Teaching and learning	5	2	2	1
⇒ TOTAL ==>>>>	95	60	20	15

4. PLAN OF MLRW TRAINING

TIME	TRAINING OF GROUP 1 OF MLRW IN REGIONS	TRAINING OF GROUP 2 OF MLRW IN REGIONS	TRAINING ACTIVITIES AT CENTRAL LEVEL
1 Aug. 96-31 Nov. 96			Revision of the curriculum and preparation of materials.
1 Dec. 96-31 Dec.96	Selection of trainers in 5 CDAP regions		
1 Jan. 97- 31 Mar. 97			Training of regional trainers (C1)
1 May 97-15 Jun. 97	Course 1.1		
8 Jul. 97- 31 Aug. 97	Course 1.2		
24 Sep. 97-23 Oct. 97	Selection of group 2 of MLRW in 5 CDAP regions and follow up of c1for MLRW 1		
1 Dec. 97-15 Jan. 98		Course 1.1	
16 Feb.98-31 Mar. 98		Course 1.2	
24 Apr.98-23 May 98			Course 2 for regional trainers
16 June. 98-23 Jul. 98	Course 2 and	follow up C1 for MLRW2	
16 Aug 98-23 Sep. 98		Course 2 and follow up of C2 for MLRW1	
16 Oct. 98-15 Nov 98			Course 3 for regional trainers
23 Nov.98-31 Dec. 98	Course 3	Course 3 and follow up of C2 for MLRW2	

Note:

1. The break between the activities will be utilized for preparation, report writing and travelling.

2. **Course 1** will be conducted for MLRWs in CDAP regions in two portions (**C 1.1 and C 1.2**). Each of these courses will be for 30 working days. The reason for conducting Course 1 in two periods is that the trainers and project officers can not spend more than 6 to 7 weeks in the field including travel time because their families are in Pakistan.

5. LIST OF RESOURCE PERSONS

Name and number of module	Name of resource person
Module 1 Introduction	Sarwar Azizi
Module 2 Familiarization with CDAP	Sarwar Azizi
Module 3 Basic concepts related to disability	Peter Coleridge, Sarwar Azizi, Hashem Rahin
Module 4 Introduction to CBR	Hashem Rahin, Sarwar Azizi, M. Azim Zubaida Mohsin and Fazal Rabi Hatif
Module 5 Psychology	Mohd. Azim, G. R. Ludin S. M. Joyan and Zelmie Sherzad
Module 6 Child development	Hadisa Safi, M. Azim and Zubaida Mohsin
Module 7 Health education	Z. Sherzad FR Hatif, Z. Wadatyar Hadisa Safi
Module 8 Rehabilitation of people with Seeing difficulty	Fazal Rabi Hatif, S. M. Joyan, Hadisa Safi and one person from Serve
Module 9 Rehabilitation of people with Hearing & Speeking difficulty	Parween Azimi, S. M. Joyan
Module 10 Rehab. of people with moving difficulty and of those with no feeling in their hands or feet. .	Zabit Wahdatyar, Zubaida Mohsin and Sarwar Azizi
Module 11 Rehabilitation of people who show Strange Behavior	M. Azim, Ghulam Rabani Ludin
Module 12 Rehabilitation of people with Fits	Z. Wahdatyar, Hedayatullah Hedayat
Module 13 Rehabilitation of people with Learning diff.	Z. Sherzad, Mohd. Hashem Rahin
Module 14 Rehabilitation of people with Multiple disab.	Zubaida Mohsin, Z. Wahdatyar
Module 15 Technical aids	Zubaida Mohsin, Wahdatyar, Hedayat, Hadisa Safi Najib, Parween Azimi and G. R. Ludin
Module 16 Educational strategy	Z. Sherzad, S. M. Joyan and G. R. Ludin
Module 17 Vocational rehabilitation	S. M. Joyan, and Fazal Rabi Hatif
Module 18 Sexuality, family and community life	M. Azim, Jalat Khan Hekmaty and H. Hedayat
Module 19 Recreational, cultural and sports activities	Hadisa Safi, Zubaida Mohsin and Hashem Rahin
Module 20 Social animation	Hashem Rahin, Hedayatullah and Hekmaty
Module 21 Gender training	Hadisa Safi, Zubaida Mohsin, Shirin Person and Zelmie Sherzad
Module 22 Teaching and learning	Joyan, Ludin, Sherzad, Hekmaty

Note:
This list is for the training of regional trainers.

ANNEXES

Annex 1.

TASKS OF COMMUNITY VOLUNTEER (CV)

The following tasks should be undertaken by CVs as a group. Not all of them will be done by one individual. It is reorganized that volunteers can not be managed or made accountable in the same way that employees can, but some expectations must be outlined.

1. To volunteer his/her time to the programme for between four and twelve hours per week.

2. To involve the community in the rehabilitation programme of disabled people.

3. To help the MLRW in surveys.

4. To help the MLRW in identification of disabled people who need training.

5. To find, teach and guide family trainers (FTs)

6. To seek the cooperation of school teachers and administrators in the integration of disabled children into schools.

7. To help in finding jobs and vocational opportunities for adult disabled people.

8. To keep records and write reports.

9. To refer to MLRW people who need other available services.

10. To participate in the community awareness activities on disability.

Annex 2.

TASKS OF COMMUNITY BASED REHABILITATION COMMITTEE (CBRC)

The CBR committee (CBRC) represents the local community and works with the MLRW in issues regarding CBR on a volunteer basis. The tasks of the CBRC are as follows:

1. To work as a committed group which aims to participate, and take decisions on issues of rehabilitation in the area.

2. To foster equal opportunities for the DPs in the community.

3. To ensure their participation in all aspects of community life.

4. To encourage and promote the establishment of DPOs, parent groups, play groups, neighborhood groups etc., for the well being of DPs.

5. To work for the prevention of disability in the community.

6. To hold regular meetings to discuss relevant issues, and in consultation with the MLRW to assess the programme and inform the community of its progress and problems.

7. In consultation with the MLRW to recruit CVs and supervise their work.

8. To mobilize local and community resources to enable the CBR programme achieve is aims and objectives.

9. To help MLRW in referring disabled people through utilizing funds collected by CBRCs or mobilizing other resources.

10. To hold meetings with other CBRCs and report on and discuss disability issues.

11. To establish and maintain good relationship with other local bodies and influential people.

12. To promote female participation in community services in general and in the CBR programme in particular.

Annex 3.

CURRICULUM FOR THE TRAINING OF CVs

Objective

To assist and enable the trainees to acquire the knowledge and skills necessary for the implementation of CBR at community

Content

1. Introduction, Objectives of the training programme (Tasks of CV)

2. Familiarization with CDAP
    - a. Aims
    - b. Objectives
    - c. Strategy

3. Basic concepts related to disability
    - a. Definition
    - b. Causes of disability
    - c. Impairment
    - d. Disability and its prevention
    - e.Handicap
    - f. Situation of disabled people
    - g. Rights and responsibilities of disabled people

4. Introduction to CBR
    - a. CBR in summary
    - b. Needs of disabled people
        - Felt needs
        - Expressed needs
        - Assessed needs

5. Familiarization with WHO manual (tool for CBR at community level)
    - a. Introduction
    - b. Number of packages
    - c. Categories
    - d. Guides
    - e. Training packages for information.
    - f. Training packages for prevention
    - g. Training packages for training in activities

6. Examples of CBR

7. CBR film presentation

8. Who is involved in the rehabilitation programme of disabled people at community level
   a. DPs
   b. Their families
   c. Community
   d. CV; The tasks of CV are as follows:
      - Helping MLRW in identification of disabled people who needs training
      - Find , teach community volunteers
      - Involvement of the community
      - Helping MLRW in survey
      - Help and guide family trainers (FTs)
      - Seek the cooperation of school teachers
      - Helping in finding, jobs for adult disabled people.
      - Keep records and make reports
      - Refer to MLRW people who need other available services.

9. How to prepare a work plan

10. How the CV will carry out his/her tasks.
    a. Involving the community
    b. Locating and identifying Disabled Persons
    c. How to arrange visits in the area
    d. What to do when he/she visits a household
    e. Counseling
    f. How to identify different disabilities
       - People who have difficulty seeing
       - People who have difficulty hearing and speech
       - People who have difficulty moving
       - People who have no feeling in the hands or feet
       - People who show strange behavior
       - People who have fits
       - People who have difficulty learning
       - People with more than one disability
       - People with other disabilities

11. How to record house hold visits (Form No. 1)

12. Finding out if a person needs training (assessment form No. 2)

13. People who may not be helped by training

14. Choosing training packages.
    a. training packages for information

11. To assist in maintenance and minor repairs of disability aids and appliances.

12. To monitor documentation done by CVs and maintain a system for processing and filing records and reports on DPs, and to keep other work-related material.

13. To assist DPs, the community and CVs in forming Disabled people's organizations (DPOs), parents groups and play groups, and to support them through training, counseling and guidance.

14. In consultation with Special Education Resource Persons to arrange schooling for disabled children and their integration into mainstream educational facilities.

15. In consultation with Employment Support Specialists to arrange vocational training, income-generation, employment support, job placement and loan applications for DPs.

16. To file monthly, quarterly and annual reports and maintain constant and regular feed back liaison with the CBR coordinator.

b. training packages for prevention
c. training packages for training in activities
d. How to use the chart

15. How to use the order of the training packages and how to prepare a rehabilitation plan.

16. Finding and teaching a trainer
  a. Subject to discuss with the trainer and the family.
  b. How a disability may affect people
  c. How to teach a trainer
  d. How to guide and supervise a trainer

17. Arranging schooling for disabled children

18. Arranging jobs for disabled adults
  a. Step 1: Prepare a list of suitable jobs for people with all kinds of disability
  b. Step 2: Make a list of people who need jobs
  c. Step 3: Find out about each persons ability to work
  d. Step 4: Help the person to find a job, jobs that some disabled people find difficult
  f. Step 5: Arrange job training for the person if necessary
  g. Step 6: Help the person to start doing the job
  h. Step 7: Help the person to deal with problem at work
  i. Step 8: Make sure the person is safe from accidents at work

19. Assessing and recording progress

20. Keeping records and making reports (Form No 3)
  a. Records which should be kept by MLRW
    - About the community
    - About each person
  b. Reports which should be made by CVs
  c. Records which should be kept by MLRW
  d. Reports which should be made by MLRW

21. Referring people
  a. People to refer
  b. How to follow up referrals

22. Continuing the community rehabilitation programme
  a. How to find other disabled people
  b. CV's role in preventing disability

23. Self evaluation

PLAN OF TRAINING FOR COMMUNITY VOLUNTEERS

NUMBER AND NAME OF TOPIC	TIME ALLOCATED (HOURS)
1. Introduction	2
2. Familiarization with CDAP	2
3. Basic concepts related to disability	4
4. Introduction to CBR	4
5. Familiarization with WHO manual	4
6. Examples of CBR	2
7. CBR film presentation	2
8. Who is involved in the rehab. programme of DPs	1
9. How to prepare a work plan	2
10. How the CV will carry out his/her tasks	1
11. How to record house hold visits	1
12. Finding out if a person needs training (Assessment)	4
13. People who may not be helped by training	1
14. Choosing training packages	2
15. How to use the order of training packages	2
16. Finding an teaching a trainer	2
17. Arranging schooling for disabled children	4
18. Arranging jobs for disabled adults	4
19. Assessing and recording process	2
20. Keeping records and making reports	2
21. Referring people	2
22. Continuing the community rehabilitation programme	2
23. Self evaluation	1
⇒ TOTAL TIME (HOURS)	53

CURRICULUM FOR THE TRAINING PROGRAMME OF CBR COMMITTEES

Objectives

To assist and enable the trainees to understand CBR programme and play their role in effective implementation of the programme at the community level.

Content

1. What is disability

2. What is CBR

3. How disabled people can be rehabilitated
   a. Through Home Based Training
   b. Through Vocational training/ Job placement
   c. Through schooling
   d. Through referral

4. The role of committee in CBR
   a. Decision making
   b. Provision of equal opportunities for DPs in
      - Family life
      - Community interactions (recreational, cultural and sport activities)
      - Religious rites
      - Vocational training and job placement
      - Health care services
      - Shelter / Housing
      - Political affairs and expression.

   c. Role of CBRC in the establishment of :
      - DPOs
      - Parent groups
      - Neighborhood groups
      - Play groups
      - Child to Child groups

   d. Role of CBRC in prevention of disabilities :
      - Health education
      - Food education
      - Special care for mother and children
      - Immunization for children
      - Safe water supply

- Good personal hygiene
- Use of latrine
- Disposal of rubbish
- Prevention of accidents
- Drugs and tobacco

e. Role of CBRC in the recruitment of CVs
f. Role of CBRC in fund raising and its proper utilization
g. Role of CBRC in mobilizing local resources
h. Relationship of CBRC with MLRWs, other relevant organizations , institutions , professionals and influential people
i. Role of CBRC in female participation

5. Community participation

PLAN OF TRAINING FOR CBR COMMITTEES

NUMBER AND NAME OF TOPIC	TIME ALLOCATED (HOURS)
1. What is disability.	**2**
2. What is CBR	**4**
3. How the disabled people can be rehabilitated	**2**
4. The role of committee in CBR	**8**
5. Community participation	**4**
⇒ TOTAL TIME	**20**

2. CONTENT OF THE COURSE

2.1. List of modules and time allocated

Module 1	Introduction to the course	1/2 day
Module 2	Familiarization with CDAP	1/2 day
Module 3	Basic concepts related to disability	1 1/2 days
Module 4	Introduction to CBR	20 days
Module 5	Psychology	5days
Module 6	Child development	4 days
Module 7	Health Education	4 days
Module 8	Rehabilitation of people with seeing difficulty	5 days
Module 9	Rehabilitation of people with Hearing/Speech difficulty	8 days
Module 10	Rehabilitation of people with Moving difficulty and of those who have no feeling in their hands and feet	9 days
Module 11	Rehabilitation of people who show strange behavior	3 days
Module 12	Rehabilitation of people with fits	1day
Module 13	Rehabilitation of people with Learning difficulty	4 days
Module 14	Rehabilitation of people with multiple disability	2 days
Module 15	Technical aids	4 days
Module 16	Educational strategy	2 days
Module 17	Vocational rehabilitation	6 days
Module 18	Sexuality, family and community life	1 day
Module 19	Recreational, cultural and sports activities	1/2 day
Module 20	Social animation	5 days
Module 21	Gender Training	4 days
Module 22	Teaching and learning	5 days
		95 days

2.2. Content of modules

INTRODUCTION TO THE COURSE
(1/2 DAY)

Objective

To motivate the participants to participate actively in the course

Content

1. Main objectives of the training programme

2. Objectives of the course.

FAMILIARIZATION WITH CDAP
(1/2 DAY)

Objective

To assist the trainees to understand CDAP: its aims and objectives, principles, strategy, structure. and partners.

Content

1. CDAP and its background

2. Aims and objectives

3. CDAP strategy

4. Structure of CDAP
    a. National
    b. Regional

5. Project areas in which CDAP operates

6. Cooperative partners (UNESCO, WHO, RB, SGAA, SERVE, ILO, SCA)

7. Areas of services

8. Implementing partners (SCA, SERVE, CHA)

9. Relation of CDAP with local/regional and national Govt.

10. Relation of CDAP with the community

BASIC CONCEPTS RELATED TO DISABILITY
(1.5 DAYS)

Objective

To help the trainees to understand disability, the situation, needs and rights of disabled people.

Content

1. Definitions:
    a. Causes of disability
    b. Impairment
    c. Disabilitity
    d. Handicap

2. Who is disabled ?

3. Situation of disabled people

4. Rights and responsibilities of disabled people

5. What is rehabilitation ?

6. Principles of rehabilitation
    a. Basic human needs
    b. Social integration and equality
    c. Stages in human relationships
    d. Applications of principles

7. Types of rehabilitation
    a. Institutional Based Rehabilitation
    b. Outreach rehabilitation
    c. Community Level Rehabilitation
    d. Community Based Rehabilitation (CBR)

INTRODUCTION TO CBR
(20 DAYS)

Objective

To assist the trainees to understand CBR and to enable them to use the WHO manual effectively for the rehabilitation of disabled people in their communities.

Content

1. What it is and what it is not. **(0.5 day)**

2. CBR in summary **(0.25 day)**

3. Needs of disabled people **(0.25 day)**
   a. Felt needs
   b. Expressed needs
   c. Assessed needs

4. CBR programme development **(2 days)**

   a. Structure
   - Some aspects of the CBR delivery system (Community level and referral level)
   - Infrastructures - whose responsibility
     - Government infrastructures
     - National NGO infrastructures
   - Role of NGOs
   - Community participation

   b. Technology
   - Technology for community level
   - Technology for other levels

   c. Manpower/personnel
   - Categories
   - Their role at community level (volunteerism), Middle level
   - Analysis of technical service components of CBR, task analysis and distribution:
     - Community Level
     - Middle level
     - Tertiary level

   d. Role of Management in CBR
   - Planning
   - Coordination

- Implementation
- Evaluation
- Record keeping
- Reporting
- Monitoring

5. Familiarization with WHO manual (tool for CBR at community level) **(5.5 days)**

    a. Introduction
    b. Number of packages
    c. Categories
    d. Guides
    e. Training packages for information.
    f. Training packages for prevention
    g. Training packages for training in activities

6. Examples of CBR **(0.5 days)**

7. CBR film presentation **(0.5 days)**

8. Who is involved in the rehabilitation programme of DP at community level **(0.5 day)**

    a. DPs
    b. Their families
    c. Community
    d. CV; The tasks of CVs are as follows:
        - Helping MLRW in identification of disabled people who needs training
        - Find , teach community volunteers
        - Involvement of the community
        - Helping MLRW in survey
        - Help and guide family trainers (FTs)
        - Seek the cooperation of school teachers
        - Helping in finding, jobs for adult disabled people.
        - Keep records and write reports
        - Refer to MLRW people who need other available services.

9. How to prepare a work plan **(0.5 day)**

10. How the CV will carry out his/her tasks. **(1.5 days)**
    a. Involving the community
    b. Locating and identifying Disabled Persons
    c. How to arrange visits in the area
    d. What to do when he/she visits a household
    e. Counselling

f. How to identify different disabilities

- People who have difficulty seeing
- People who have difficulty hearing and speech
- People who have difficulty moving
- People who have no feeling in the hands or feet
- People who show strange behavior
- People who have fits
- People who have difficulty learning
- People with more than one disability
- People with other disabilities

11. How to record household visits (Form No. 1 or house to house survey) **(0.25 day)**

12. Finding out if a person needs training (assessment form No. 2) **(1 day)**

13. People who may not be helped by training **(0.25 day)**

14. Choosing training packages. **(1.5 day)**
    a. training packages for information
    b. training packages for prevention
    c. training packages for training in activities
    d. How to use the chart

15. How to use the order of the training packages and how to prepare a rehabilitatio plan. **(1 day)**

16. Finding and teaching a trainer **(1 day)**
    a. Subject to discuss with the trainer and the family.
    b. How a disability may affect people
    c. How to teach a trainer
    d. How to guide and supervise a trainer

17. Arranging schooling for disabled children **(1 day)**

18. Arranging jobs for disabled adults **(0.5 day)**
    a. Step 1: Prepare a list of suitable jobs for people with all kinds of disability
    b. Step 2: Make a list of people who need jobs
    c. Step 3: Find out about each persons ability to work
    d. Step 4: Help the person to find a job, jobs that some disabled people find difficult
    f. Step 5: Arrange job training for the person if necessary
    g. Step 6: Help the person to start doing the job
    h. Step 7: Help the person to deal with problems at work
    i. Step 8: Make sure the person is safe from accidents at work

Comprehensive Disabled Afghans' Project
United Nations Office for Project Services

CURRICULUM FOR THE TRAINING

OF

MID-LEVEL REHABILITATION WORKERS

IN CBR IN

AFGHANISTAN

September 1996

Comprehensive Disabled Afghans' Project
United Nations Office for Project Services

CURRICULUM FOR THE TRAINING

OF

MID-LEVEL REHABILITATION WORKERS

IN CBR IN

AFGHANISTAN

September 1996

TABLE OF CONTENTS

United Nations Office for Project Services
Comprehensive Disabled Afghans' Project

ACKNOWLEDGEMENTS

This curriculum is the result of efforts by CDAP Project Officers and Trainers from the Radda Barnen Training Unit in Peshawar.

CDAP Project Officers

Jalat Khan Hekmaty
Sultan Mohammed Joyan
Zelmei Sherzad
Zabit Wahdatyar
Sarwar Azizi
Najibullah Rahguzar ('Technical aids' only)

Radda Barnen Training Unit Trainers

Mohammed Hashem Rahin
Mohammed Azim
Hadisa Safi
Zubaida Mohsin
Parwin Azimi
Fazel Rabi Hatif
Ghulam Rabani Ludin
Hedayatullah Hedayat

In addition, Shirin Persson contributed to the module on Gender Issues.

The curriculum was prepared under the supervision of Sarwar Azizi, Project Officer for Training.

Peter Coleridge
Programme Manager, CDAP
September 1996

Comprehensive Disabled Afghans' Project
20F Rahman Baba Rd., POB 776, University Town, Peshawar, Pakistan
Tel. ++92 521 41667 , 41378,43215. Fax. 844946